

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

School \_\_\_\_\_

System \_\_\_\_\_

# ELSA ENGLISH II



## Item Sampler

**Tennessee End of Course Assessment**  
**English Linguistically Simplified Assessment**  
**English II Form 3**

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

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## **Introduction to ELSA English II**

### **TCAP English Linguistically Simplified Assessment (ELSA)**

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of course Assessment in “simplified” English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Practice Test are examples of items used in the actual test.

### **ELSA test questions**

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

### **Test accommodations**

The End of Course English Linguistically Simplified Assessment may be administered using various procedures that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Learner (EL) accommodations.

### **Content of End of Course tests**

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

### **Test development**

For the *Tennessee End of Course Assessment*, a staff of writers – composed both of teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

**Test administration**

*Tennessee End of Course Assessments* are given to students as they near the end of courses that are included in the program. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The ELSA English II test has been designed to be administered in one session and is not timed.

## **Tips for Taking the Test**

### **Preparing for the test**

- Review this Tennessee End of Course Item Sampler for English II carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English II, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

### **Before the test**

- Get a good night's sleep. To do your best, you need to be rested.

### **During the test**

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

## **Directions for Using the Item Sampler**

This Item Sampler for ELSA English II provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the ELSA End of Course Assessment Practice Test for English II should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 40. Use it to check your answers. Review items that you get wrong.

Read the biography and answer questions 1 through 5.

## Richard Mulrooney, Soccer Professional

Many sports fans would argue that Richard Mulrooney is the finest soccer player ever born in the state of Tennessee. From the first game he played at Christian Brothers High School in Memphis, to the last game he played for Major League Soccer's Houston Dynamo, this talented Tennessee native made his mark on the American version of "The World Game."

Richard's stellar performance in high school brought him national notice. As the place kicker on Christian Brothers' football team, he gained national recognition during a high school soccer career for which *USA Today* named him one of the "Top 25 Seniors in the Nation." The highly respected magazine *Soccer America* chose Richard as a "Super 11 Recruit." It was no surprise then that Creighton University awarded Richard an athletic scholarship.

At Creighton, he achieved immediate success, developing his skills as a midfielder and defender. Beginning in 1995, Richard played four full seasons of college soccer. In 1998, he was named Soccer All American and Conference Player of the Year in the Missouri Valley Conference. Two seasons earlier, he led his college to the NCAA "Final Four." In addition to his many awards, Richard amassed an amazing 51 assists during his college career.

Because of these achievements, the San Jose Earthquakes chose Richard Mulrooney in the first round of the 1999 Major League Soccer draft. In a professional career that lasted 12 seasons, Richard played nearly 300 games for San Jose, Dallas, Toronto, and Houston. In addition to the eight goals he scored as a professional, Richard made 75 assists. Three times in his career, he played for the winning team in the MLS Championship Cup.

Richard's consistently excellent play in MLS brought him to the attention of Bruce Arenas, coach of the U.S. Men's National Team, for whom he played 3 seasons. As a key player on the team, he earned fourteen "caps" – USMNT appearances – for the Red, White, and Blue.

By his mid-30s, the constant demands of professional athletics had begun to take their toll. After the 2010 season, Richard left Houston and Major League Soccer for other pursuits. At the end of his career, he remained as he began, a strong midfielder and a determined defender. Someday, another player may surpass Richard's remarkable achievements. For the present, however, soccer fans recognize Richard Mulrooney as Tennessee's greatest contribution to professional soccer.

## Reporting Category: Language Numbers 1 through 1

**Performance Indicator:** 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

1.

**Read this sentence from the biography.**

In addition to his many awards, Richard amassed an amazing 51 assists during his college career.

**Based on the context of the biography, what does amassed mean?**

- ☐ A accumulated
- ☐ B coached
- ☐ C prevented
- ☐ D received

## Reporting Category: Writing and Research Numbers 2 through 2

**Performance Indicator:** 3002.3.11 Identify the targeted audience for a selected passage.

2.

**The author's target audience for this biography is fans of**

- ☐ A Tennessee college sports teams.
- ☐ B all professional sports teams.
- ☐ C Tennessee soccer teams.
- ☐ D all high school sports teams.



## Reporting Category: Informational Text Numbers 3 through 3

**Performance Indicator:** 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

**3. Read this sentence from the biography.**

Because of these achievements, the San Jose Earthquakes chose Richard Mulrooney in the first round of the 1999 Major League Soccer draft.

**The sentence supports the main idea of the biography because it**

- ☐ **A** verifies that Mulrooney played professional soccer.
- ☐ **B** confirms Mulrooney's status among college recruiters.
- ☐ **C** provides a sample of Mulrooney's sports achievements.
- ☐ **D** presents evidence that many people recognize Mulrooney's skill.

## Reporting Category: Communication and Media Numbers 4 through 4

**Performance Indicator:** 3002.2.3 Distinguish between a critique and a summary.

**4. Read this introduction to the biography.**

In this article, the author skillfully summarizes the athletic history of Richard Mulrooney and makes a strong case for the idea that Mulrooney should be considered one of the best athletes in Tennessee history.

**This statement is a critique and not a summary because it**

- ☐ **A** omits important details of the biography.
- ☐ **B** evaluates the information in the biography.
- ☐ **C** includes an editor's opinion of the biography.
- ☐ **D** provides a closing statement for the biography.

## Reporting Category: Informational Text Numbers 5 through 5

**Performance Indicator:** 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

**5. The best graphic for the biography is a**

- ☐ **A** chart showing team scores for games Mulrooney played in.
- ☐ **B** photo of Mulrooney placekicking in a game.
- ☐ **C** chart showing Mulrooney's career statistics as a placekicker.
- ☐ **D** photo of Mulrooney with his high school, college, and professional coaches.

Read the news article and the essay, and answer questions 5 through 15.

## Light Pollution: Not Just a Local Problem

- 1 Last night's meteor shower left many people in the community dissatisfied and demanding answers. According to Gabe Rothschild, Emerald Valley's mayor, people gathered on the outskirts of the city, lugging telescopes and binoculars, expecting to watch meteors blazing through the sky. What they found instead was a sky so illuminated by the city's lights that it obscured the light of the meteors passing overhead.
- 2 "My family was so frustrated," admitted town resident Duane Cosby. "We wanted to make this an unforgettable family outing, but it turned out to be a huge disappointment."
- 3 Astronomers have been grumbling about this problem for decades. They, too, have to contend with light pollution, and they complain that it prevents them from seeing objects in the sky that they could see quite easily in the past.
- 4 However, there is a population besides astronomers and novice stargazers that suffers even more from light pollution. This population consists of birds, bats, amphibians, and reptiles.
- 5 For example, outdoor lighting severely affects migrating birds. According to the International Dark-Sky Association, "100 million birds a year throughout North America die in collisions with lighted buildings and towers."
- 6 Countless more animal casualties result from the use of artificial lighting. Clearly, people enjoy the benefits of lighting their evenings, but some scientists think it can be harmful for humans, too. Scientists worry that exposure to light while sleeping can increase a person's chances of getting cancer.
- 7 Emerald Valley is only one community that is becoming aware of the negative effects of light pollution. For years, Flagstaff, Arizona, has enforced lighting regulations in its city in order to assist astronomers at the Lowell Observatory. Similar efforts have been enacted worldwide, and a movement is underway to remind people to turn off lights so that other creatures can share the night.

## Embracing the Darkness

My mother often recounts stories to which I cannot relate. She describes the times she visited her grandparents in Texas. During those visits, as nightfall settled in, her grandmother retrieved an old quilt from her linen closet and spread it across the front lawn. She and my mother would lie down beneath the stars and gaze up at the velvety blackness illuminated only by the tiny pinpricks of the infinite number of stars scattered across the universe.

"It was so black," my mother says. "Not like the sky today, which appears to be mostly gray, even in the middle of the night."

I agree with her. Most of the time when I go outside at night to look at the stars, I cannot find them. The sky is too bright, and the glow of the stars blends with the lights from the city. I am disappointed. In some ways, I feel cheated. I, too, would like to experience the astonishment my mother describes as she relives the wonder she felt while staring into the seeming endlessness of space.

Mom says that the experience left her feeling small and insignificant, like she was only a tiny atom in the vast universe. Yet, she admits, it was powerful and overwhelming.

This past summer, my family and I drove out West to see the Rocky Mountains of Colorado. Prior to the trip, I heard that the nights out West offer a brilliant display of stars. I was excited to see the night sky as I had never seen it before.

With its lofty mountains and towering pine trees, Colorado was a balm to my spirit. I loved the high altitude and thin, pungent air, even though I found myself gasping for breath during long hikes on alpine trails.

My one disappointment, however, was that I did not get to see the night sky as it had once been.

No matter how far we traveled from cities, the lights still reflected upward and caused the blackness to fade. Granted, it was much darker than it was in the city where I live, but as mother says, "It's not the same."

There are many problems in the world for which scientists have no answers. Some forms of pollution have insidiously ingrained themselves into our living habits. For example, we rely on fuel to transport us anywhere we want to go. Admittedly, my family used gallons of fuel to make our trip out West. Like most modern-day humans, we have become accustomed to this lifestyle, and this is something that we are very unlikely to give up. For light pollution, however, there is a solution. This solution is much more solvable than tackling other forms of pollution: at night, when we are not using them, it is essential that we turn off the lights!

## Reporting Category: Language

Numbers 6 through 6

**Performance Indicator:** 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

6.

**Which sentence uses course or coarse correctly?**

- ☐ A Of coarse I will turn off the porch light after I come home.
- ☐ B Mother sea turtles bury their eggs in the course beach sand.
- ☐ C Baby sea turtles stray off coarse when they follow artificial lighting.
- ☐ D My mother wants to take an astronomy course at the local college.

## Reporting Category: Writing and

Numbers 7 through 7 Research

**Performance Indicator:** 3002.3.16 Identify the mode in which a writing sample is written.

7.

**The writing mode of "Light Pollution: Not Just a Local Problem" is**

- ☐ A narrative.
- ☐ B persuasive.
- ☐ C descriptive.
- ☐ D informative.

## Reporting Category: Informational Text Numbers 8 through 9

**Performance Indicator:** 3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.

8. **What is the main idea of "Light Pollution: Not Just a Local Problem"?**

- ☐ A Light pollution is the least troublesome type of pollution.
- ☐ B Light pollution can be dangerous to both people and animals.
- ☐ C Light pollution is a major obstacle for astronomers and stargazers.
- ☐ D Light pollution causes disappointment for the citizens of Emerald Valley.

**Performance Indicator:** 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

9. **Which organizational structure does the author use in "Light Pollution: Not Just a Local Problem"?**

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C comparison-contrast
- ☐ D chronological-sequential

## Reporting Category: Writing and Research Numbers 10 through 10

**Performance Indicator:** 3002.3.10 Identify a statement that reveals the writer's attitude.

10. **Which sentence from "Embracing the Darkness" best shows how the author feels about light pollution?**

- ☐ A My mother often recounts stories to which I cannot relate.
- ☐ B In some ways, I feel cheated.
- ☐ C I was excited to see the night sky as I had never seen it before.
- ☐ D There are many problems in the world for which scientists have no answers.

## Reporting Category: Literature Numbers 11 through 12

**Performance Indicator:** 3002.8.6 Differentiate between mood and tone in poetry or prose.

11. **Read the paragraph from "Embracing the Darkness."**

I agree with her. Most of the time when I go outside at night to look at the stars, I cannot find them. The sky is too bright, and the glow of the stars blends with the lights from the city. I am disappointed. In some ways, I feel cheated. I, too, would like to experience the astonishment my mother describes as she relives the wonder she felt while staring into the seeming endlessness of space.

**Which word best describes the narrator's tone in the paragraph?**

- ☐ A mean
- ☐ B sad
- ☐ C amazed
- ☐ D worried

**Performance Indicator:** 3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

12. **Read this sentence from Paragraph 4 of "Embracing the Darkness."**

Mom says that the experience left her feeling small and insignificant, like she was only a tiny atom in the vast universe.

**This sentence contains an example of**

- ☐ A personification.
- ☐ B metaphor.
- ☐ C simile.
- ☐ D idiom.

## Reporting Category: Writing and Research

Numbers 13 through 13

**Performance Indicator:** 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

13. **Which sentence about light pollution shows correct parallelism?**

- ☐ A Scientists believe that light pollution is costly, wasteful, and is harmful to animals.
- ☐ B This solution to many of the problems stemming from light pollution is neither difficult nor costly.
- ☐ C Astronomers are worried and were disappointed in their inability to see the night sky due to light pollution.
- ☐ D Either you must be willing to embrace the darkness or will suffer the consequences of a lighted night sky.

## Reporting Category: Literature

Numbers 14 through 15

**Performance Indicator:** 3002.8.8 Identify and analyze the common theme in a series of passages.

14. **Which theme is reflected in both the essay and the news article?**

- ☐ A The whole animal world relies on darkness to survive.
- ☐ B People should consider how their actions affect the entire world.
- ☐ C Modern technology is a tool that has increased comfort and productivity.
- ☐ D People can solve any problem when they have enough time and information.

**Performance Indicator:** 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

15. **"Embracing the Darkness" is an essay, and "Light Pollution: Not Just a Local Problem" is a news article. Although both passages focus on light pollution, they approach the topic differently. Which statement accurately reflects the main difference between the passages?**

- ☐ A "Embracing the Darkness" describes multiple effects of light pollution on people and animals, whereas "Light Pollution: Not Just a Local Problem" explains how light pollution affects viewing the night sky.
- ☐ B "Embracing the Darkness" discusses the United States' excessive use of artificial lighting, whereas "Light Pollution: Not Just a Local Problem" highlights the world's excessive use of artificial lighting.
- ☐ C "Embracing the Darkness" provides a personal reflection on the effects of light pollution, whereas "Light Pollution: Not Just a Local Problem" states facts about the negative effects of light pollution.
- ☐ D "Embracing the Darkness" reveals how light pollution has grown dramatically in one generation, whereas "Light Pollution: Not Just a Local Problem" declares that light pollution is decreasing.



Read the report and answer questions 16 through 23.

## Tennessee Food Festivals

Do you go bonkers for blackberries? Are you crazy for cornbread? From Allardt in the north to Lynnville in the south, from Erwin in the east to Gleason in the west, Tennesseans take pride in their delicious produce. It is no surprise that from April through October, regional food festivals across the state celebrate the best of Tennessee's homegrown products and traditional foods. Whether you love the juicy crunch of a golden delicious apple or a warm, buttery mouthful of cornbread, Tennessee has a food festival for you.

Many food festivals in the state showcase regional products, including some unusual ones. Every May for over fifty-five years, Cosby, in far eastern Tennessee, has hosted the Cosby Ramp Festival. The ramp is an edible plant in the same family as onions and garlic. It has a very strong smell, and a sweet taste. At the festival, a "Maid of Ramps" is chosen to preside over many activities, including country and bluegrass music. Visitors can try many ramp dishes such as "green eggs and ramps."

If your taste runs more to the sweeter foods of nature's bounty, you should visit the annual Lynnville Blackberry Festival in south central Tennessee. Held in June, the festival showcases plump, juicy berries of this region in blackberry shakes, blackberry cobbler, and the "World's Largest Blackberry Pie."

In the heat of summer, many folks look forward to the Grainger County Tomato Festival in Rutledge in northeast Tennessee. Not only can you buy some of the best homegrown tomatoes you've ever tasted, you can also listen to gospel music or see living history demonstrations of traditional crafts and historic agriculture. Enthusiastic festival visitors can help raise money for charity by taking part in the "tomato wars," in which teams of visitors compete for the championship by lobbing rotten tomatoes at each other.

Erwin is host to the Unicoi County Apple Festival. Every October, more than 100,000 visitors pack this normally quiet town of 5,600 to taste apple pie, apple butter, jams and jellies, and other delicious foods made from apples grown in the region. Other activities include a tennis tournament, a cooking contest, and music performances.

Not all food festivals just showcase Tennessee agricultural products. Some of the festivals also celebrate the heritage of home-style southern cooking. One of the oldest Tennessee food festivals started when Paris in Henry County changed its annual Mule Day to a fish fry. In 1961, the event became the World's Biggest Fish Fry and hasn't stopped growing since. Now, more than five tons of fried catfish feed over 100,000 hungry visitors each April.

Also in April, South Pittsburg in Marion County offers cornbread lovers a real southern treat at the National Cornbread Festival. Visitors meander along "Cornbread Alley" to taste nine flavors of cornbread, including bacon ranch, pork puppies, and honey vanilla. In case you think cornbread lovers aren't serious about this delicious classic food, the winner of the 2011 Cornbread Cook-Off took home a \$5,000 prize. The festival also offers plenty of barbecue and other favorite foods.

In October, White Bluff in Dickson County heats up the cast-iron kettles for making apple butter. The annual Apple Butter Festival features not only this fragrant, sweet treat but also homemade candy apples, hand-churned butter, and many other traditional favorites. Visitors also enjoy bluegrass and gospel music.

No matter which tasty treat a Tennessee regional food festival features, much more than food and fun are available. Each one dishes up a heaping helping of Tennessee heritage and regional culture. Food fans can get a real taste of Tennessee pride, bite by bite.

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

16.

**Read this sentence.**

It has a very strong smell, and a sweet taste.

**What is the correct way to punctuate this sentence?**

- ☐ A It has a very, strong smell, and a sweet taste.
- ☐ B It has a very strong smell, and, a sweet taste.
- ☐ C It has a very strong smell and, a sweet taste.
- ☐ D It has a very strong smell and a sweet taste.

**Performance Indicator:** 3002.4.1 Select the research topic with the highest degree of focus.

17.

**Which research topic is highly focused?**

- ☐ A ways that traditional Tennessee crafts have changed
- ☐ B how Tennessee cooking differs from other cooking
- ☐ C varieties of fruit trees grown in Tennessee
- ☐ D history of mules in Tennessee agriculture

**Performance Indicator:** 3002.4.2 Differentiate between primary and secondary sources.

18. Which material is a primary source for a report about the Grainger County Tomato Festival "tomato wars"?

- ☐ A a magazine article about the "tomato wars"
- ☐ B a newspaper editorial about the "tomato wars"
- ☐ C a recording of a live broadcast of the "tomato wars"
- ☐ D a description of the "tomato wars" from the festival Web page

**Performance Indicator:** 3002.4.3 Evaluate the reliability and credibility of sources for use in research.

19. Kayla is writing a research paper on the history of ramps. Which Web site would be most useful for her paper?

- ☐ A [www.nutritionfromthegarden.edu](http://www.nutritionfromthegarden.edu)
- ☐ B [www.unusualnorthamericanplants.org](http://www.unusualnorthamericanplants.org)
- ☐ C [www.growingtheonionfamilyofplants.net](http://www.growingtheonionfamilyofplants.net)
- ☐ D [www.traditionalregionalsoutherncooking.com](http://www.traditionalregionalsoutherncooking.com)

**Performance Indicator:** 3002.4.4 Evaluate the validity of Web pages as sources of information.

20. Which Web site would offer the most valid information on how to enter next year's Cornbread Cook-off in South Pittsburg, Tennessee?

- ☐ A [www.cornbreadalley.net](http://www.cornbreadalley.net)
- ☐ B [www.cornbreadrecipes.com](http://www.cornbreadrecipes.com)
- ☐ C [www.nationalcornbreadfestivalrules.org](http://www.nationalcornbreadfestivalrules.org)
- ☐ D [www.marioncountycornbreadfestival.gov](http://www.marioncountycornbreadfestival.gov)

## Reporting Category: Communication and Media

**Performance Indicator:** 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

21. A group of students is presenting information about Tennessee food festivals to the class.

The most effective way for each presenter to engage the audience is to

- ☐ A pay attention to audience reactions to the presentation.
- ☐ B say funny things so the audience stays interested.
- ☐ C choose one audience member to make eye contact with.
- ☐ D speak in a soft voice so audience members will listen closely.

**Performance Indicator:** 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

22.

**A group of students is preparing a class presentation on Tennessee food festivals. What is the most important step?**

- ☐ **A** Allow each member to choose the section he or she would like to prepare.
- ☐ **B** Let the member who likes to draw create the visual aid for the presentation.
- ☐ **C** Decide how many minutes each member can speak during the presentation.
- ☐ **D** Assign the preparation of the introduction to the best writer in the group.

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

23.

**Reading a speech rather than listening to it allows the reader to**

- ☐ **A** easily search the presentation for specific festival details.
- ☐ **B** better imagine locations that are mentioned in the presentation.
- ☐ **C** easily understand that the presentation is organized by festival types.
- ☐ **D** better appreciate that the presentation uses sound devices such as alliteration.

## Reporting Category: Language

Numbers 24 through 25

**Performance Indicator:** 3002.1.6 Use commas to set off nonessential elements in a sentence.

24.

**Which sentence uses commas correctly?**

- ☐ A Gus, my grandfather, on my mother's side, lived to be one hundred years old.
- ☐ B Emily who was an only child, often enjoyed going somewhere quiet, to be by herself.
- ☐ C Families, like business organizations, require occasional meetings to discuss issues and solve problems.
- ☐ D Parents should always present a united front, when they respond to a request from their teenage son, or daughter.

**Performance Indicator:** 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

25.

**Which sentence uses stationary or stationery correctly?**

- ☐ A The stationary benches along the boardwalk are popular destinations for picnickers.
- ☐ B Luis knew his grandmother would enjoy receiving a letter written on the hotel stationary.
- ☐ C His salary remained stationery no matter how hard he tried to impress the boss.
- ☐ D We missed the ballet because an accident on the bridge caused traffic to become stationery.



## Reporting Category: Literature

Numbers 26 through 26

**Performance Indicator:** 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

26.

Which type of poem narrates a story in short verses?

- ☐ A epic
- ☐ B haiku
- ☐ C ballad
- ☐ D sonnet

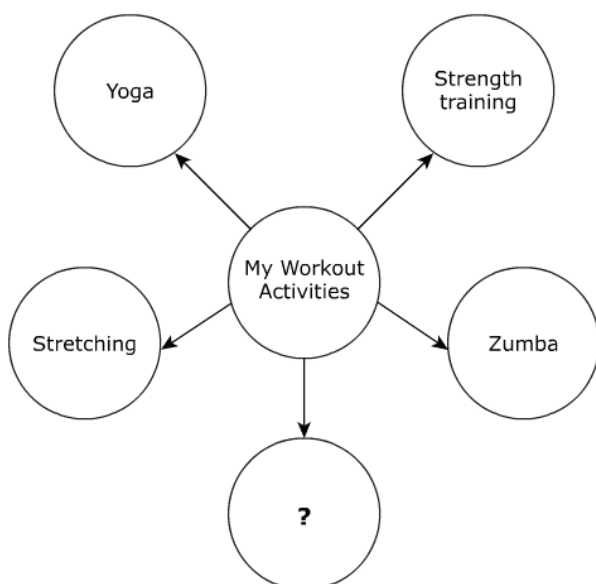
## Reporting Category: Writing and Research

Numbers 27 through 27

**Performance Indicator:** 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

27.

Look at the prewriting graphic organizer.



Which activity best completes the graphic organizer?

- ☐ A Studying
- ☐ B Lunch
- ☐ C Aerobics
- ☐ D Watching TV

## Reporting Category: Communication and Media

Numbers 28 through 29

**Performance Indicator:** 3002.2.2 Distinguish between a summary and a paraphrase.

28.

**Read a paragraph from an article about pets and toxic plants.**

Cat owners who have worried for years about the risk to their pets from the popular holiday plant, the poinsettia, can relax. According to the American Society for the Prevention of Cruelty to Animals (ASPCA), toxic effects of this plant have been overstated. Ingesting the leaves of the poinsettia can cause cats to have an upset stomach, but it will not be fatal to them.

**Which option summarizes the paragraph rather than paraphrasing it?**

- ☐ **A** Cat owners' fears about the toxicity of poinsettia leaves have been alleviated by the ASPCA, which reports that eating leaves of the plant may cause detrimental effects but will not be lethal to cats.
- ☐ **B** Cat owners have long been troubled about the danger to their pets from poinsettias during the holiday season. They don't have to worry, according to the ASPCA, since reports of ill effects have been overstated. If a cat eats poinsettia leaves, it may get sick; but it will not die.
- ☐ **C** Cat owners who have been concerned that the poinsettia, a popular holiday plant, can hurt their pet should not worry. The ASPCA says the harmfulness of the poinsettia has been exaggerated. Cats that eat the leaves of the plant can get a stomach ache, but they won't die.
- ☐ **D** Cat owners who have been anxious about bringing the popular holiday poinsettia plant into their homes because it could hurt their pet need not worry. The ASPCA reports that the dangers to cats from this plant are overblown. Eating the leaves of the poinsettia may make cats sick, but it won't kill them.

**Performance Indicator:** 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

29.

**Read this notice posted in an office.**

*Attention:  
No one may use the office kitchen  
without permission. Anyone who  
uses the kitchen is responsible for  
cleaning the kitchen after use. This  
is a shared space and mutual respect  
is expected. If the kitchen misuse  
continues, the door will be locked.*

**What impact does the font choice have on the message?**

- ☐ **A** The message seems trivial.
- ☐ **B** The message seems personal.
- ☐ **C** The message seems important.
- ☐ **D** The message seems professional.

**Go On ►**

Read the essay and the Web page, and answer questions 30 through 39.

## Teen Inventors

- 1 Have you heard the saying, "When life gives you lemons, make lemonade?" It means when unpleasant problems or conditions occur, find the good in the situation. Well, that saying can apply to inventing. Here are two teens who figured out how to turn frustrating and dangerous situations into opportunities for new inventions.

*Kristin Hrabar*

- 2 One afternoon, when New Jersey resident, Kristin Hrabar, was 9 years old she was helping her dad fix the family clothes dryer. Kristin was holding the flashlight so her dad could see to remove some bolts with a tool called a "nut driver." This tool is like a screwdriver; but, instead of a screw, the end of it grips a nut or bolt to tighten or remove it. Kristin and her dad became frustrated trying to direct the light so he could see into the narrow space. Kristin wondered why the tool did not have a light on it that shined wherever the tool was working. That was the beginning of Kristin's invention. Kristin designed a version of the tool with a clear handle that contains a laser light and LED lights. Hollow shafts of various sizes can be snapped onto the handle so that the light shines through the hollow shaft onto the nut or bolt being tightened or removed.

- 3 Kristin decided to make the problem her third-grade science fair project, but she did not stop there. By the time Kristin was 12, she had filed for a U.S. patent for her invention.

In 1998, she was selected to exhibit her invention at the 25th Annual United States Patent and Trademark Office National Inventors Expo. The invention won Kristin an appearance on the "Sally Raphael Show," and she was invited to talk about her invention with then First Lady Hillary Rodham Clinton. Kristin's family started a company to oversee the manufacture and sales of the product. In 2002, Kristin won the Young Entrepreneur Award given by The National Museum of Education. Not only did Kristin use lemons to make lemonade, she is also selling it!

*Alexander Kendrick*

- 4 Teen inventor Alexander Kendrick of New Mexico has taken the technology of texting to a whole new high, or should we say "low" level.
- 5 Caving is a dangerous sport in which cavers explore and map some of the last remaining frontiers on Earth. A slip of a foot or a loose rock can injure or trap a caver in a split second. Until now, there has not been a reliable method for a caver to contact those on the surface in the case of an emergency. Ordinary cell phones or walkie-talkies do not work underground because soil and rock obstruct their signals. When Alexander was 16, he created a low-frequency radio device to transmit text messages. His cave radio allows cavers up to 1,000 feet underground to communicate with people on the surface. In addition, data recorders can be attached to the radio and lowered into caves too narrow or dangerous for people to enter. These cave radios can also transmit information about a cave to allow for "exploration" without the danger of cavers risking their lives.
- 6 Alexander's cave radio won the First Place Grand Award in Electrical and Mechanical Engineering at the 2009 International Science and Engineering Fair, earning him \$12,000 and a trip to Switzerland. In 2010, Alexander modified his radio to tackle the problem of finding underground water. This project earned him another award and cash at the 2010 International Science and Engineering Fair. In 2011, Alexander took yet another award for his project, "Electromagnetic Detection of Aquifers." Clearly, this inventor will be making a lot of lemonade in the future!
- 7 Do you ever become frustrated with a product or watch someone struggle to accomplish a simple task? If so, think creatively. Who knows? You just might join the impressive group of lemonade makers known as inventors.

<http://teeninventor>

**Teen Inventor**

[Success Stories](#)
[Keeping an Inventor's Notebook](#)
[Teen Invention Blogs](#)
[Inventor Competitions](#)

Welcome to Teen Inventor, the website for and about teen inventors.  
**Our mission is to support creative thinking with practical help.**  
*Whether you enjoy dreaming up creative ideas or have developed a model for an invention, we want to help.*

- Read what other teen inventors are doing.
- Find out how you can enter invention competitions.
- Hear from experienced inventors through Teen Inventor Blogs.
- Exchange ideas with other inventors.

**Apply for a U.S. Patent**

*Here are the basic steps for obtaining a U.S. Patent*

Complete a U.S. patent application form found on the U.S. Patent Office website.

Complete the materials for application submission, including a written description and drawings of your invention.

Send application and materials to the U.S. Patent Office.

An examiner reviews the materials and either sends a non-final rejection or allows the invention and sends request for fees. This can take three years! Inventors receiving non-final rejections may present additional claims or arguments and resubmit materials for another review.

Patent is issued.

## Reporting Category: Language

### Numbers 30 through 31

**Performance Indicator:** 3002.1.6 Use commas to set off nonessential elements in a sentence.

30. **Read this sentence from "Teen Inventors."**

One afternoon, when New Jersey resident, Kristin Hrabar, was 9 years old she was helping her dad fix the family clothes dryer.

**What is the correct way to punctuate this sentence?**

- ☐ A One afternoon when New Jersey resident Kristin Hrabar was 9 years old, she was helping her dad fix the family clothes dryer.
- ☐ B One afternoon when, New Jersey resident, Kristin Hrabar was 9 years old, she was helping her dad fix the family clothes dryer.
- ☐ C One afternoon, when New Jersey resident Kristin Hrabar was 9 years old, she was helping her dad fix the family clothes dryer.
- ☐ D One afternoon, when New Jersey resident Kristin Hrabar was 9 years old she was helping her dad fix the family clothes dryer.

**Performance Indicator:** 3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.

31. **Read this sentence from "Teen Inventors."**
- Have you heard the saying, "When life gives you lemons, make lemonade?"
- What is the correct way to punctuate this sentence?**
- ☐ A Have you heard the saying "When life gives you lemons make lemonade?"
  - ☐ B Have you heard the saying "When life gives you lemons, make lemonade?"
  - ☐ C Have you heard the saying, When life gives you lemons make lemonade?
  - ☐ D Have you heard the saying, "When life gives you lemons, make lemonade"?

## Reporting Category: Writing and Research

**Performance Indicator:** 3002.3.16 Identify the mode in which a writing sample is written.

32. **The mode of the essay "Teen Inventors" is**
- ☐ A narrative.
  - ☐ B descriptive.
  - ☐ C persuasive.
  - ☐ D informative.

## Reporting Category: Communication and Media

**Performance Indicator:** 3002.2.2 Distinguish between a summary and a paraphrase.

33. **Read these sentences from "Teen Inventors."**
- A slip of a foot or a loose rock can injure or trap a caver in a split second. Until now, there has not been a reliable method for a caver to contact those on the surface in the case of an emergency.
- Which option is a summary, not a paraphrase, of the sentences?**
- ☐ A Until recently, there has not been a way for a caver to get in touch with people outside the cave if he or she needed help because a misstep or rolling rock caused the caver to be unexpectedly injured or trapped.
  - ☐ B A slip of a foot or a wobbly rock can hurt or ensnare a caver in a moment. Until the present time, there has not been a dependable way for a caver to get in touch with people above in case of an unexpected event.
  - ☐ C Slipping feet or loose rocks can injure or trap cavers in a split second. Until now, there have been no reliable methods for cavers to contact those on the surface in the case of emergencies.
  - ☐ D An accident in a cave can very quickly hurt or trap a caver. Until now, there was no good way for cavers to alert help in those situations.

## Reporting Category: Writing and Research

Numbers 34 through 35

**Performance Indicator:** 3002.3.11 Identify the targeted audience for a selected passage.

**34.** The "Teen Inventor" Web page would appeal most to people interested in

- ☐ A appearing on TV.
- ☐ B solving problems.
- ☐ C becoming famous.
- ☐ D learning to write a blog.

**Performance Indicator:** 3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.

**35.** Based on the information on the Web page, which statement makes an incorrect inference?

- ☐ A The Web page provides a forum for teen inventors to share ideas.
- ☐ B Invention competitions are open only to experienced teen inventors.
- ☐ C The Web page offers descriptions of some teen inventors' achievements.
- ☐ D Some teen inventors are willing to share their ideas with other teen inventors.

## Reporting Category: Informational Text

Numbers 36 through 36

**Performance Indicator:** 3002.6.2 Use the graphics of informational and technical passages to answer questions.

**36.** The list on the bottom half of the Web page helps to clarify the

- ☐ A mistakes that cause applications to be rejected.
- ☐ B standards that applications are evaluated against.
- ☐ C way that application forms must be completed.
- ☐ D order that application activities must be performed in.

## Reporting Category: Communication and Media

Numbers 37 through 37

**Performance Indicator:** 3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.

**37.** The light bulb graphics on the Web page make it seem

- ☐ A funny.
- ☐ B real.
- ☐ C casual.
- ☐ D reliable.



**Reporting Category: Informational Text**  
Numbers 38 through 38

**Performance Indicator:** 3002.6.5 Synthesize information across two or more informational or technical texts.

38.

**The information in both "Teen Inventors" and the Web page suggests that**

- ☐ **A** inventing can yield great rewards.
- ☐ **B** inventing usually begins with a problem.
- ☐ **C** inventors enjoy working together in groups.
- ☐ **D** inventors may revise an invention several times.

**Reporting Category: Communication and Media**  
Numbers 39 through 39

**Performance Indicator:** 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

39.

**The tone of both "Teen Inventors" and the Web page is**

- ☐ **A** encouraging.
- ☐ **B** instructional.
- ☐ **C** questioning.
- ☐ **D** excited.

## Reporting Category: Language

Numbers 40 through 40

Performance Indicator: 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

40.

**Which sentence shows subject/verb agreement?**

- ☐ A The chimes inside the bell tower on campus plays the school song.
- ☐ B Briana, like most debate team members, are good at public speaking.
- ☐ C The fastest of all high-speed trains travels at over 300 miles per hour.
- ☐ D Several of the students who work at the restaurant has quit for the summer.

## Reporting Category: Writing and Research

Numbers 41 through 42

Performance Indicator: 3002.4.2 Differentiate between primary and secondary sources.

41.

**A local museum is expanding its library resources on Appalachian arts and crafts.**

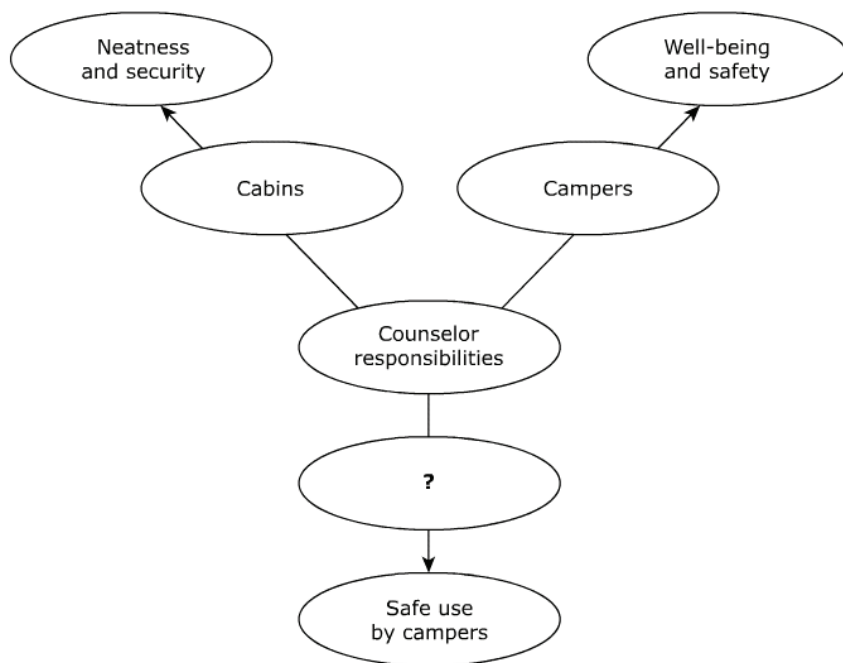
**Which addition would be a secondary source of information on the topic?**

- ☐ A a journal with articles about American folk art
- ☐ B letters exchanged between Appalachian craftspeople and collectors of their work
- ☐ C photographs of crafts and culture taken in the 1930s by the Tennessee Valley Authority
- ☐ D a collection of oral histories gathered from regional folk artists and craftspeople

**Performance Indicator:** 3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

42.

Look at this prewriting graphic organizer used to prepare orientation for new camp counselors.



Which item belongs in the empty bubble?

- ☐ A Meals
- ☐ B Sing-alongs
- ☐ C Mail call
- ☐ D Equipment



## Reporting Category: Communication and Media

Numbers 43 through 44

**Performance Indicator:** 3002.2.1 Identify the thesis and main points of a challenging speech.

43.

**Read this paragraph from a persuasive speech about food waste.**

Hunger is a constant condition for millions of people around the world. Food waste is nearly as large a problem as hunger. Over a billion tons of food are wasted around the world every year. According to the Food and Agriculture Organization (FAO), one-third of the food produced for people every year is wasted. Food is sometimes wasted because it spoils before it can be harvested or transported to markets. In industrialized countries, the majority of food waste happens closer to the consumer. People buy more than they need, and the food spoils before it can be eaten. Food is not eaten before the "sell by" date, and so is tossed into the trash. Every year Americans throw away about 250 pounds of food per person.

**Which sentence from the paragraph supports the thesis that food waste is a serious problem?**

- ☐ A Hunger is a constant condition for millions of people around the world.
- ☐ B Over a billion tons of food are wasted around the world every year.
- ☐ C Food is sometimes wasted because it spoils before it can be harvested or transported to markets.
- ☐ D People buy more than they need, and the food spoils before it can be eaten.

**Performance Indicator:** 3002.7.5 Match a focused message to an appropriate medium.

44.

**Read this scenario.**

A person is informing others about a recent earthquake in South America.

**Which medium is best suited to this scenario?**

- ☐ A an action novel
- ☐ B a newspaper editorial
- ☐ C a late night comedy show
- ☐ D a television news program

## Reporting Category: Literature

Numbers 45 through 45

**Performance Indicator:** 3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).

45.

**Read this excerpt from a play.**

*[Summer, evening. Exterior of a house on a suburban street. Two teenage boys enter, talking, from stage left.]*

KYLE: Do you think you can get there on time, Lenny?

LENNY: I'm going to get up extra early.

**In this excerpt, what is the purpose of the stage directions?**

- ☐ A to tell the director how to set the scene
- ☐ B to show the actors how to deliver their lines
- ☐ C to give the actors insight into their characters' actions
- ☐ D to help the director understand the characters' personalities

## Reporting Category: Communication and Media

Numbers 46 through 46

**Performance Indicator:** 3002.7.2 Select the type of conflict represented in a non-print medium.

46.

**Look at this photo.**



**Which type of conflict is represented in the photo?**

- ☐ A person vs. self
- ☐ B person vs. person
- ☐ C person vs. technology
- ☐ D person vs. environment

**Go On ►**

Read the short story and answer questions 47 through 54.

## A Cherokee Legend Retold: The Cedar Tree

- 1 When the Cherokee were a young people and the earth was new to them, they experienced day and night, lightness and darkness. They enjoyed the activities that daytime offered—such as hunting, fishing, and farming—and they believed that life would be so much better if dark never descended. The people, therefore, called to their Great Spirit, who was named Ouga. They begged Ouga for nighttime and the darkness it brought to cease forever.
- 2 Willing to do as the people asked, Ouga obligingly made night disappear. From that moment on, the sun shone brilliantly all the time. Although this was pleasant for a short while, the trees and weeds soon became overgrown from the constant sunlight. The people had to work exceedingly hard to clear forest paths and to keep their gardens in order. Meanwhile, tender shoots of newly planted crops withered under the unrelenting sun. When the people set their heads down to rest after hours of labor, they could not sleep because of the heat and the ever-present light. Without sleep, they soon became very cranky and prone to frequent arguments. Sometimes they nearly came to blows. This situation was clearly intolerable, and the people regretted their request to Ouga to take away the dark.
- 3 The people called out again, therefore, and begged Ouga to hear their pleas. They acknowledged their mistake and asked Ouga to bring back the night. They so missed the coolness and the dark that they asked Ouga to give them nighttime all the time. Although unsure about the wisdom of this new request, Ouga did as the people asked because they were much beloved.  
At once, the sun was extinguished in the sky, and the heavens became dark. The people murmured with appreciation and looked forward to sleeping in comfort under the shadowy blanket of night.
- 4 When finally awakened by pressing hunger and thirst, the people discovered to their dismay that they could not see in the darkness and so could not hunt or gather crops to eat. Their bones soon became chilled without the morning sun, so chilled that even the campfires they constantly fed could not warm them. Hunger and cold became frequent visitors that left only with departing spirits. The very young and very old were first to weaken and die.
- 5 Seeing this, the people were overcome with remorse. Why, they wondered, had they asked Ouga to blanket the earth in never-ending darkness? They called out to Ouga and begged that the earth be returned to the way it originally was. They wished day and night to once again be in balance. Like other opposites—life and death, sickness and health—they realized that surviving on the earth required night and day, dark and light.
- 6 Ouga, who deeply loved the people, listened with sympathy and decided to return the earth to the way it had been at the beginning of time. It took awhile; but before long, the sun warmed the soil and coaxed plants to grow. The night brought restful coolness, inviting game from the depths of the forest to be met in first light by the hunters' bows. The people were grateful for the hours of work and the hours of rest. Life was good, except for one thing. They deeply missed all those who passed away in the time of endless night. Because the people knew that Ouga had always listened to their pleas, they called out once again asking that their loved ones not be forgotten.
- 7 Ouga listened with compassion and determined to make sure the spirits of those who died would somehow be preserved. Looking about the forest, with its trees of white bark and brown, Ouga decided to fashion a new type of tree. Ouga fashioned a tree with reddish-brown bark and evergreen foliage, which we know today as the cedar. Into that tree Ouga put the spirits of those who had perished in the time of endless dark. Then Ouga made the fragrance of the wood of the cedar long lasting so that the memories of departed loved ones and respected ancestors would last as well.
- 8 The wood of the cedar is extremely durable and splinter-resistant. It is used for a variety of purposes, from furnishings and fence posts to musical instruments such as flutes and drums. Even today, the Cherokee believe that the wood of the cedar tree affords powerful protection. Some keep a small bit of cedar wood in a medicine bag or use it as a charm that they wear around the neck. Others adorn the entrance to their homes with cedar to keep evil spirits at bay. Even those who question the origin of the cedar appreciate its pleasant aroma and the many uses to which its wood and bark may be put.

## Reporting Category: Language Numbers 47 through 47

**Performance Indicator:** 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

47.

**Between which paragraphs in the short story does the verb tense shift?**

- ☐ A Paragraphs 1 and 2
- ☐ B Paragraphs 3 and 4
- ☐ C Paragraphs 5 and 6
- ☐ D Paragraphs 7 and 8

## Reporting Category: Writing and Research Numbers 48 through 48

**Performance Indicator:** 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

48.

**Read the excerpt from the short story.**

Seeing this, the people were overcome with remorse. Why, they wondered, had they asked Ouga to blanket the earth in never-ending darkness? They called out to Ouga and begged that the earth be returned to the way it originally was.

**Which sentence best combines the sentences in the excerpt?**

- ☐ A Seeing this, the people were overcome with remorse; and, wondering why they had asked Ouga to blanket the earth in never-ending darkness, they called out and begged Ouga to return the earth to the way it originally was.
- ☐ B Seeing this, the people were overcome with remorse, wondering why they had asked Ouga to blanket the earth in never-ending darkness and calling out to Ouga and begging that the earth be returned to the way it originally was.
- ☐ C The people were overcome seeing this and wondered, with remorse, why they had asked Ouga to blanket the earth in never-ending darkness, and so they called out to Ouga and they begged the earth to be returned to the way that it originally was.
- ☐ D The people were overcome with remorse and, seeing this, they wondered why they had asked Ouga to blanket the earth in never-ending darkness, and they called out to Ouga and begged Ouga that the earth should be returned to the way it originally was.

## Reporting Category: Literature

Numbers 49 through 54

**Performance Indicator:** 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

49. The author most clearly reveals Ouga to the reader by describing the character's

- ☐ A origin.
- ☐ B symbolic meaning.
- ☐ C physical appearance.
- ☐ D motivation for acting.

**Performance Indicator:** 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

50. The people in the short story realize that life requires a balance of opposites. In what part of the plot does this realization happen?

- ☐ A rising action
- ☐ B climax
- ☐ C falling action
- ☐ D resolution

**Performance Indicator:** 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

51. In the short story, it is most clear that the Cherokee people

- ☐ A lived in close-knit communities.
- ☐ B depended upon the earth for their survival.
- ☐ C thought that spirits lived in objects in nature.
- ☐ D showed skill in making things from nature.

**Performance Indicator:** 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

52. Read the sentence from the short story.

Although unsure about the wisdom of this new request, Ouga did as the people asked because they were much beloved.

Keeping in mind the context of the short story, what literary element does the sentence suggest?

- ☐ A parable
- ☐ B foreshadowing
- ☐ C paradox
- ☐ D allegory

**Performance Indicator:** 3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.

53.

**According to the Cherokee legend, what does the cedar symbolize?**

- ☐ A the light of day
- ☐ B a pleasant aroma
- ☐ C a permanent memory
- ☐ D a defense against danger

**Performance Indicator:** 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

54.

**The information in the short story's last paragraph would most likely be in a book on Cherokee**

- ☐ A customs.
- ☐ B homes.
- ☐ C music.
- ☐ D tribes.



Read the letter and the journal, then answer questions 55 through 64.

June 21, 1948

Dear Bessie,

- 1 In your last letter, you asked of news from our sleepy town, and so I must tell you about my adventure yesterday evening. David and I attended a delightful dinner party hosted by Mr. and Mrs. Henderson. After we cleared the dessert dishes, Mrs. Henderson ushered us all into the living room where all the chairs were arranged in front of a television set! Having never seen one up close before, I thought it appeared quite similar to the pictures in advertisements. It is essentially a wooden box with a small glass screen of about 10 inches and knobs that could be turned to watch various programs.
- 2 I must confess that I initially feared the Hendersons would have us watch one of those boxing matches so popular on television these days. Luckily, my fear was unfounded; for we watched a brand new program called *Toast of the Town*, hosted by a man named Ed Sullivan. The program was entertaining, with various musical acts. However, while I was watching, my thoughts kept returning to our lovely theater downtown. I think I would still much prefer watching a picture show. Television simply lacks the magic and drama so wonderfully conveyed through the movie screen.
- 3 Just between you and me, I must tell you also that I overheard a private conversation in which Mrs. Henderson mentioned that she and Mr. Henderson spent more than \$370 for their television when they purchased it two years ago! Of course, a picture show would only cost about 35 cents. Frankly, the cinema has so much to offer that I sincerely doubt television will ever become more than a passing novelty.

Sincerely,  
Martha

## Journal

Friday, September 3, 2010  
7:30 p.m.

Ruby plans to go a week without TV, a computer, or even her cell phone—all part of her Social Studies “Technology Challenge” assignment. In solidarity with her, I agreed to try this “Challenge” thing myself, with the exception of work, where we agreed I could use my computer. I wanted to blog about the experience; but in keeping with the rules, I am off-line, banging away at an old typewriter I found in our storage locker downstairs. I have no “backspace,” no “delete,” and the closest this machine ever got to a mouse was when one chewed through its storage box. Ruby thinks I am the best dad ever to agree to do this. I’m confident that I can survive the week, but I wonder about Ruby. She seems extremely attached to technology.

Saturday, September 4, 2010  
10:00 p.m.

Ruby wanted to record her favorite show tonight, but I pointed out that it would be cheating. Inconveniently, tonight happens to be the season premier. She called a friend (using a regular old-fashioned telephone) for the plot synopsis, which took all of 5 minutes to explain; and then she picked out the largest book on the shelf to read. She anticipates the book lasting her the rest of the week. As for me, I found a 3,000-piece jigsaw puzzle.

Sunday, September 5, 2010  
9:30 a.m.

I’ve never seen Ruby so angry with her friend Jamal! Apparently, Jamal went with a group of friends on a hiking trip yesterday afternoon, but the first time Ruby heard about the plan was when she saw him this morning. He explained that he had emailed her, sent text messages, and even left a couple messages on her cell phone. What amuses me is that we all live in the same apartment building, but I guess Jamal never considered just stopping by.

Monday, September 6, 2010  
6:00 p.m.

Ruby was disconcerted to be back at school without access to her various social media Web sites. She actually had to rely on face-to-face communication to catch up with her friends. She told me she is “counting the seconds” until the end of the week.

Tuesday, September 7, 2010  
11:30 p.m.

As I was about to document another day, Ruby complained that the loud noise of the typewriter is preventing her from sleeping. Her patience is wearing thin.

Wednesday, September 8, 2010  
8:45 p.m.

Ruby is persevering. I took her to see the 1942 film *Casablanca* at an art theater. I explained that this wasn’t cheating since the film relied on the ancient technology of film—nothing even remotely digital.

Thursday, September 9, 2010  
9:00 p.m.

By this time tomorrow, we will have completed the “Challenge.” A few days ago I imagined that Ruby would spend tomorrow evening glued to the TV, but she appears completely interested in her book. As for myself, that puzzle is only half finished; but I have my eye on the remote control. I think Ruby has proven herself to be much more adaptable than I thought.

## Reporting Category: Writing and Research

Numbers 55 through 56

**Performance Indicator:** 3002.3.10 Identify a statement that reveals the writer's attitude.

55. Which statement best shows Martha's attitude about television?

- ☐ A Having never seen one up close before, I thought it appeared quite similar to the pictures in advertisements.
- ☐ B It is essentially a wooden box with a small glass screen of about 10 inches and knobs that could be turned to watch various programs.
- ☐ C The program was entertaining, with various musical acts.
- ☐ D However, while I was watching, my thoughts kept returning to our lovely theater downtown.

**Performance Indicator:** 3002.3.12 Determine the writer's purpose in a writing sample.

56. Martha wrote the letter to tell her friend

- ☐ A what a television looks like and how it works.
- ☐ B about the first time she watched television.
- ☐ C what she thought of one television show.
- ☐ D how much the Hendersons paid for a television.

## Reporting Category: Logic

Numbers 57 through 57

**Performance Indicator:** 3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.

57. Which statement is an assumption that Martha made?

- ☐ A After we cleared the dessert dishes, Mrs. Henderson ushered us all into the living room where all the chairs were arranged in front of a television set!
- ☐ B Having never seen one up close before, I thought it appeared quite similar to the pictures in advertisements.
- ☐ C I must confess that I initially feared the Hendersons would have us watch one of those boxing matches so popular on television these days.
- ☐ D The program was entertaining, with various musical acts.

## Reporting Category: Writing and Research

Numbers 58 through 58

**Performance Indicator:** 3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

58. Read this sentence from the journal.

A few days ago I imagined that Ruby would spend tomorrow evening glued to the TV, but she appears completely interested in her book.

**What is a more powerful way to say interested in?**

- ☐ A angry at
- ☐ B absorbed by
- ☐ C curious about
- ☐ D confused by

## Reporting Category: Literature

Numbers 59 through 59

**Performance Indicator:** 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

59. Which phrase from the journal most helps the reader understand the time in history when the events happened?

- ☐ A banging away at an old typewriter
- ☐ B happens to be the season premier
- ☐ C live in the same apartment building
- ☐ D various social media Web sites

## Reporting Category: Writing and Research

Numbers 60 through 60

**Performance Indicator:** 3002.4.2 Differentiate between primary and secondary sources.

60. Which primary source could students use to find more information about living without modern technology?

- ☐ A a guidebook with information about camping in remote locations
- ☐ B a television documentary describing the daily life of a pioneer family
- ☐ C a recorded interview with someone who spent a year in the wilderness
- ☐ D a Web site that explains what to do in case of a prolonged power outage

## Reporting Category: Literature

Numbers 61 through 61

**Performance Indicator:** 3002.8.8 Identify and analyze the common theme in a series of passages.

61. Which theme is shared by the letter and the journal?

- ☐ A Relationships are more valuable than machines.
- ☐ B People can eventually adapt to difficult situations.
- ☐ C New inventions have positive impacts on our society.
- ☐ D People find value in different forms of entertainment.

## Reporting Category: Writing and Research

Numbers 62 through 63

Research

**Performance Indicator:** 3002.4.1 Select the research topic with the highest degree of focus.

62. A student will write a research paper after reading the letter and the journal. Which research topic is most focused?

- ☐ A how television viewing affects behavior in American teenagers
- ☐ B why people have so many options when purchasing television sets
- ☐ C how many hours people in other countries watch television each day
- ☐ D why television viewing remains so popular among the American public



**Performance Indicator:** 3002.4.3 Evaluate the reliability and credibility of sources for use in research.

63.

**A student plans to write a research paper about technology. Which topic could use information from both the letter and the journal?**

- ☐ **A** recent innovations in technology
- ☐ **B** the negative effects of technology
- ☐ **C** different attitudes about technology
- ☐ **D** the most useful forms of technology

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## Reporting Category: Communication and Media

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Numbers 64 through 64

**Performance Indicator:** 3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

64.

**The letter and the journal are similar because both**

- ☐ **A** record personal reactions to unusual experiences.
- ☐ **B** attempt to influence the opinions of their readers.
- ☐ **C** report on events that take place over a long period.
- ☐ **D** convey information that is meant to remain private.

## Reporting Category: Language

Numbers 65 through 66

**Performance Indicator:** 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

65.

**Read this definition.**

**bois-ter-ous** (adjective) stormy; noisy and lacking in restraint or discipline [ME **boistres**, var. of boistous, rough; OFr **boisteus** limping] syn. excitable, uproarious; ant. calm

**According to this definition, which word is a synonym for boisterous?**

- ☐ A calm
- ☐ B tough
- ☐ C listless
- ☐ D excitable

**Performance Indicator:** 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

66.

**Which sentence shows correct subject/verb agreement?**

- ☐ A The directions, all printed on one piece of paper, is confusing.
- ☐ B Lemon juice added to the commercial sauces give a fresher flavor.
- ☐ C The winner holding the trophies answer several interview questions.
- ☐ D The photographs, which hang on the north wall, provide a record of the construction.

## Reporting Category: Writing and Research

Numbers 67 through 67

**Performance Indicator:** 3002.3.7 Select the thesis statement in a writing sample or passage.

67.

**Read this introduction from a passage about bicycling.**

Many people are concerned about fuel costs and the growing problem of automobile traffic. Consequently, American urban dwellers have become more open to alternate forms of transportation. Bicycling was once the domain of children and people who enjoyed bicycling competitions. Now, however, bicycling may offer an authentic solution to some of the greatest problems of city life.

**Which sentence states the thesis of the passage?**

- ☐ A Many people are concerned about fuel costs and the growing problem of automobile traffic.
- ☐ B Consequently, American urban dwellers have become more open to alternate forms of transportation.
- ☐ C Bicycling was once the domain of children and people who enjoyed bicycling competitions.
- ☐ D Now, however, bicycling may offer an authentic solution to some of the greatest problems of city life.

## Reporting Category: Logic

Numbers 68 through 68

**Performance Indicator:** 3002.5.2 Choose a logical word to complete an analogy.

68.

**Choose the correct word to complete the analogy.**

Equilibrium is to balance as symmetry is to \_\_\_\_.

- ☐ A measurement
- ☐ B proportion
- ☐ C tranquility
- ☐ D detail

## Reporting Category: Writing and Research

Numbers 69 through 69

**Performance Indicator:** 3002.4.1 Select the research topic with the highest degree of focus.

69.

**Which research topic is highly focused?**

- ☐ A Recycling programs in large international cities
- ☐ B Advantages and disadvantages of using ethanol as fuel
- ☐ C Ways that consumers can have an impact on the market
- ☐ D Involvement of large corporations in the agriculture industry

## Reporting Category: Literature

Numbers 70 through 71

**Performance Indicator:** 3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.

70.

**Read these lines from a poem.**

'Ere long she was joined by a prince and a knave  
as the troubador's tale did foreshadow.  
And the three journeyed far to the lake in the cave  
to reclaim the lost jewel of Dunbarrow.

**Which type of poem do the lines illustrate?**

- ☐ A epic
- ☐ B sonnet
- ☐ C lyric
- ☐ D dramatic

**Performance Indicator:** 3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.

71.

**Read these sentences from a passage about a girl who moves to a new home.**

Sarah peered out of the canvas flaps of the wagon and saw the horses feeding contentedly on the lush, green riverbank. There would be a great deal of work to do tomorrow: unloading the dishes, bed linens, and tools. Right now, however, she was content to gaze across the meadow and imagine the snug and spacious new home that would rise up from that spot by summer's end.

**Which words best suggest the passage is set in pioneer times?**

- ☐ **A** canvas flaps, wagon, horses
- ☐ **B** lush, green, riverbank
- ☐ **C** dishes, bed linens, tools
- ☐ **D** meadow, spacious new home

## Reporting Category: Communication and Media

Numbers 72 through 72

**Performance Indicator:** 3002.2.1 Identify the thesis and main points of a challenging speech.

72.

**Read this excerpt from a speech against unrestricted development along a city riverbank.**

**(1)** The argument against overdevelopment is not just to preserve this emerald jewel in the city's crown. **(2)** Currently the corridor of open land along the river does serve as valuable public green space. **(3)** It also provides a habitat for the wildlife we have displaced elsewhere due to our asphalt and cement roadways and parking lots. **(4)** Residents of other cities with overdeveloped riverbanks have found themselves hosting waterfowl, snakes, and rodents in their backyards.

**Which sentence best supports the main idea of the speech?**

- ☐ **A** Sentence 1
- ☐ **B** Sentence 2
- ☐ **C** Sentence 3
- ☐ **D** Sentence 4

**Reporting Category: Informational Text**  
Numbers 73 through 73

**Performance Indicator:** 3002.6.5 Synthesize information across two or more informational or technical texts.

73.

**Read this Web page and excerpt from a newspaper editorial.**

http://www.pearson.com/obesity

## Obesity in the United States

About Us  
Obesity

### Obesity

- ✓ Between the years 1980 and 2000, obesity rates have doubled among adult Americans.
- ✓ 30% of the adult population is now obese, meaning very overweight.
- ✓ The number of overweight children has doubled in the last 30 years.
- ✓ The number of overweight adolescent children has tripled in the last 30 years.
- ✓ Young people are now diagnosed with type 2 diabetes, a disease once believed to afflict only adults.
- ✓ More than one-third of young people in grades 9–12 do not participate in regular daily exercise.
- ✓ Healthy eating habits and exercise can prevent obesity and diabetes.

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**The Web page and the editorial excerpt both emphasize the point that**

- ☐ A school lunches are unhealthy.
- ☐ B children play too many video games.
- ☐ C obesity is becoming a serious national concern.
- ☐ D parents need to carefully monitor their children's diet.

As a mother, I find it very difficult to ensure that my children always eat healthy food and receive enough exercise. For a while, my children's school had vending machines available where the students could purchase candy and soft drinks. Concerned parents brought this up at our P.T.A. meeting, and we worked toward eliminating the machines. Still, they sell ice cream, cookies, and energy drinks in the cafeteria. Whatever happened to children simply drinking milk and water?

Additionally, my children only get to have P.E. classes two or three days a week. Kids need to exercise every day. I do my part at home by limiting the amount of time they watch television and play video games, but schools have my children for most of the day. They need to provide more opportunities where children can exercise and burn off energy. Obesity is beginning to become an epidemic in the United States; and all of us, including the schools, need to do our part to help slow this insidious disease.

## Reporting Category: Communication and Media

Numbers 74 through 74

Performance Indicator: 3002.7.1 Draw an inference from a non-print medium.

74.

Look at this photo.



The most plausible inference drawn from the photo is that the city

- ☐ A has many luxurious places to live.
- ☐ B is located in another country.
- ☐ C serves as a workplace with many offices.
- ☐ D is old and outdated.

### Form 3: English II ELSA

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
2	C	3002.3.11 Identify the targeted audience for a selected passage.
3	D	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
4	C	3002.2.3 Distinguish between a critique and a summary.
5	C	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
6	D	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
7	D	3002.3.16 Identify the mode in which a writing sample is written.
8	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
9	A	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
10	B	3002.3.10 Identify a statement that reveals the writer's attitude.
11	B	3002.8.6 Differentiate between mood and tone in poetry or prose.
12	C	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
13	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.



14	B	3002.8.8 Identify and analyze the common theme in a series of passages.
15	C	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
16	D	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
17	D	3002.4.1 Select the research topic with the highest degree of focus.
18	C	3002.4.2 Differentiate between primary and secondary sources.
19	B	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
20	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
21	A	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
22	A	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
23	A	3002.7.5 Match a focused message to an appropriate medium.
24	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
25	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
26	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
27	C	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.

28	A	3002.2.2 Distinguish between a summary and a paraphrase.
29	A	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
30	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
31	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
32	D	3002.3.16 Identify the mode in which a writing sample is written.
33	D	3002.2.2 Distinguish between a summary and a paraphrase.
34	B	3002.3.11 Identify the targeted audience for a selected passage.
35	B	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
36	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
37	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
38	B	3002.6.5 Synthesize information across two or more informational or technical texts.
39	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
40	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
41	A	3002.4.2 Differentiate between primary and secondary sources.
42	D	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
43	B	3002.2.1 Identify the thesis and main points of a challenging speech.

44	D	3002.7.5 Match a focused message to an appropriate medium.
45	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
46	D	3002.7.2 Select the type of conflict represented in a non-print medium.
47	D	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
48	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
49	D	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
50	B	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
51	B	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
52	B	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
53	C	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
54	A	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
55	D	3002.3.10 Identify a statement that reveals the writer's attitude.
56	B	3002.3.12 Determine the writer's purpose in a writing sample.
57	C	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
58	B	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.

59	D	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
60	C	3002.4.2 Differentiate between primary and secondary sources.
61	D	3002.8.8 Identify and analyze the common theme in a series of passages.
62	A	3002.4.1 Select the research topic with the highest degree of focus.
63	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
64	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
65	D	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
66	D	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
67	D	3002.3.7 Select the thesis statement in a writing sample or passage.
68	B	3002.5.2 Choose a logical word to complete an analogy.
69	B	3002.4.1 Select the research topic with the highest degree of focus.
70	A	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
71	A	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.
72	D	3002.2.1 Identify the thesis and main points of a challenging speech.
73	C	3002.6.5 Synthesize information across two or more informational or technical texts.
74	C	3002.7.1 Draw an inference from a non-print medium.

## Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
6	D	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
24	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
25	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
30	C	3002.1.6 Use commas to set off nonessential elements in a sentence.
31	D	3002.1.15 Proofread a written passage for errors in punctuation and/or capitalization and/or spelling.
40	C	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
47	D	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
65	D	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
66	D	3002.1.8 Recognize correct subject-verb agreement with intervening elements.

## Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
2	C	3002.3.11 Identify the targeted audience for a selected passage.
7	D	3002.3.16 Identify the mode in which a writing sample is written.
10	B	3002.3.10 Identify a statement that reveals the writer's attitude.
13	B	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
16	D	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
17	D	3002.4.1 Select the research topic with the highest degree of focus.
18	C	3002.4.2 Differentiate between primary and secondary sources.
19	B	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
20	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
27	C	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.
32	D	3002.3.16 Identify the mode in which a writing sample is written.
34	B	3002.3.11 Identify the targeted audience for a selected passage.
35	B	3002.4.5 Determine which statement presents an opposing view from those stated on a Web page.
41	A	3002.4.2 Differentiate between primary and secondary sources.
42	D	3002.3.6 Determine the most effective placement of information using a prewriting graphic organizer.



48	A	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
55	D	3002.3.10 Identify a statement that reveals the writer's attitude.
56	B	3002.3.12 Determine the writer's purpose in a writing sample.
58	B	3002.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
60	C	3002.4.2 Differentiate between primary and secondary sources.
62	A	3002.4.1 Select the research topic with the highest degree of focus.
63	C	3002.4.3 Evaluate the reliability and credibility of sources for use in research.
67	D	3002.3.7 Select the thesis statement in a writing sample or passage.
69	B	3002.4.1 Select the research topic with the highest degree of focus.

### Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
4	C	3002.2.3 Distinguish between a critique and a summary.
21	A	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
22	A	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
23	A	3002.7.5 Match a focused message to an appropriate medium.
28	A	3002.2.2 Distinguish between a summary and a paraphrase.
29	A	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
33	D	3002.2.2 Distinguish between a summary and a paraphrase.
37	C	3002.7.4 Determine the impact of production elements (e.g., font, color, layout, graphics, light, camera angle) on a message.
39	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).
43	B	3002.2.1 Identify the thesis and main points of a challenging speech.
44	D	3002.7.5 Match a focused message to an appropriate medium.
46	D	3002.7.2 Select the type of conflict represented in a non-print medium.
64	A	3002.7.7 Consider the treatment of a particular subject or event in two or more media (e.g., newspaper and visual art, narrative and poem, diary and magazine article).

72	D	3002.2.1 Identify the thesis and main points of a challenging speech.
74	C	3002.7.1 Draw an inference from a non-print medium.

**Reporting Category 4: Logic**

<b>Item Number</b>	<b>Correct Answer</b>	<b>Performance Indicator</b>
57	C	3002.5.9 Identify a statement that reveals the writer's biases, stereotypes, assumptions, or values within a writing sample.
68	B	3002.5.2 Choose a logical word to complete an analogy.

## Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
3	D	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
5	C	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
8	B	3002.6.1 Discern the stated or implied main idea and supporting details of informational and technical passages.
9	A	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
36	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
38	B	3002.6.5 Synthesize information across two or more informational or technical texts.
73	C	3002.6.5 Synthesize information across two or more informational or technical texts.

## Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
11	B	3002.8.6 Differentiate between mood and tone in poetry or prose.
12	C	3002.8.1 Identify examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.
14	B	3002.8.8 Identify and analyze the common theme in a series of passages.
15	C	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
26	C	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
45	A	3002.8.11 Identify and analyze the elements of drama (i.e., stage directions, dialogue, soliloquy, monologue, aside).
49	D	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
50	B	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
51	B	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
52	B	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
53	C	3002.8.5 Determine the significance/meaning of a symbol in poetry or prose.
54	A	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
59	D	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.



61	D	3002.8.8 Identify and analyze the common theme in a series of passages.
70	A	3002.8.10 Demonstrate knowledge of the characteristics of lyric poetry, epics, sonnets, dramatic poetry, and ballads.
71	A	3002.8.12 Locate words or phrases in a passage that provide historical or cultural cues.